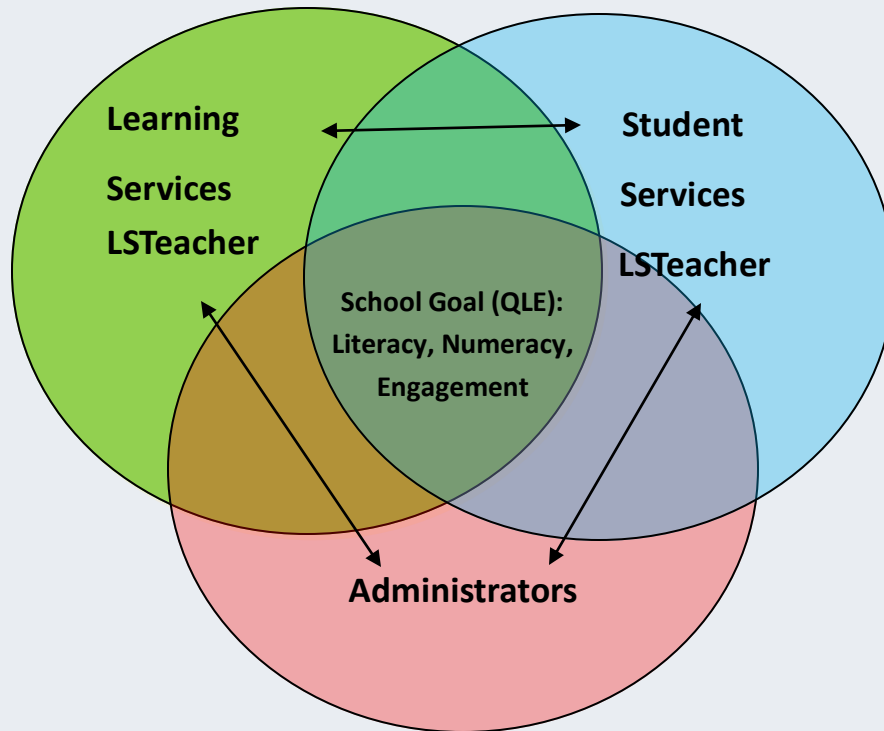


Learning Support Teams

Student Services, Learning Services, Administrators



The LST model assumes:

- The QLE is the core of the work of the LST
- Administrators are a key part of the LST model through their instructional leadership role(s)
- The **shared work and responsibilities** lie in moving your school goals related to the QLE forward (e.g. literacy, engagement)
- The SS–LST and LS–LST will also have separate responsibilities depending on their levels of expertise (e.g. SS– LST: completing student information and tracking forms; LS-LST: ongoing tracking of student reading levels). Role expectations can be found at:

<http://cesd-aisi-5.wikispaces.com/Project+Leadership>

Essential Structures for LST:

- Formal meeting time as an LST team for planning and communication around:
 - what have we done?
 - what are we learning?
 - what are our next steps?
- Shared understanding of common goals, expectations and strategies
- Push-in model of support for teachers and students (e.g. LSTs facilitate peers co-teaching, co-planning)
- *District level* shared curriculum planned and delivered by Student Services and Learning Services depts.

LEARNING SUPPORT TEACHER ROLE

PURPOSE: To support and enhance 'Quality Learning Environments' in Schools

The 'LEARNING SUPPORT TEACHER' role would be ONE of the key people along with School Administrators and other education staff in the school to support and enhance the development and implementation of 'Quality Learning Environments'. The teacher(s) filling this role would work directly with education staff (teachers, EAs, SLP Assistants, Early Literacy Teachers/Assistants, FSW, external service providers) and students in classrooms to help provide high quality programming for all students, including those with diverse and exceptional learning needs.

“EXPECTATIONS” for the ‘LEARNING SUPPORT TEACHER’ Role:

As a member of the school's learning support team:

- Facilitate professional development opportunities for education staff so they have access to the guidance and support needed to build and enhance their skills, knowledge, and expertise necessary to implement 'high quality learning environments in their classrooms.
- Provide and facilitate instructional coaching, co-teaching and/or co-planning opportunities for education staff to enhance QLEs in classrooms.
- Support teachers in building their capacity to provide effective universal supports for all students and help school staff to provide and access targeted and specialized supports for students.
- Provide education staff with guidance and support needed to make program/curriculum adaptations/modifications and instructional/assessment accommodations to meet individual student needs in the classroom.
- Facilitate and support a process in the school to effectively implement 'assistive technology for learning' tools/strategies.
- Coordinate specialized services so students who require targeted and/or specialized services have access to professional support from division personnel and/or outside agency specialists/consultants when needed.
- For students who require targeted and/or specialized supports, ensure teachers and parents/guardians have access and support needed to develop and implement the Inclusive Education Planning Tool (IEPT) or IPP
- Work with the school to ensure that early literacy (and literacy) programming is in place and that outcomes relating to early literacy (and literacy) are achieved.
- Work with the Principal, the Kindergarten teacher and the Early Intervention Coordinator to ensure students who require supports and services through Program Unit Fund (PUF) and Mild/Moderate have programming supports needed.